



Mount Rainier National Park

Sister Mountain Project

Facing the Future at Mt. Rainier: A Simulated Public Meeting

Overview	Analyzing a situation and making a reasoned decision by using document-based evidence is a keystone of critical thinking and helping students learn how to make and support their positions and decision. In this lesson, students have an opportunity to analyze documents and maps to help them participate successfully in a simulated public meeting based on a Document Based Question (DBQ).
Grade Level	6-12
Objectives	Students will be able to: <ul style="list-style-type: none">• Analyze primary and secondary documents• Take a position on a multifaceted, controversial problem• Develop a well-reasoned position with document-based support• Participate in a simulated public meeting• Optional: Write a persuasive essay
Setting	Classroom
Timeframe	3-5 class periods <ul style="list-style-type: none">• Day 1: Introduction: Present the problem/situation and background to the class• Day 2: Roles and Organizing Documents: Put students in their roles; analyze documents; prepare for public meeting• Day 3: Simulated public meeting: Discussing, persuading, controlled arguing!• Days 4-5: Reflection, Debrief, and/or Writing Assignment (see extensions)
Materials	Provided: <ul style="list-style-type: none">• Cover Page and Background essay (1 double-sided per student)• Maps of Mount Rainier and Carbon River Area (1 per table group)• Role Cards (15 specific roles; 15 General Public Cards); half-sheet per student• Documents A-G (1 set per student) Note: For each table group, you might also offer an 11x17 copy of Document A).• Document Analysis Half-Sheets (2 full pages double-sided per student)• Suggested Rubrics Recommended: <ul style="list-style-type: none">• 5 x 8 index cards (for postcard)• Mount Rainier 2006 Flood website – great photos & slideshow for anticipatory set

Vocabulary	<ul style="list-style-type: none"> • Aggradation: Build up of sediment at the bottom of a river, raising the river's elevation. • Alternative: One of a number of choices. • 'Leave no trace': Outdoor practices that emphasize people having no effect on a natural area. • Road corridor: Strip of land or passageway set aside for a road (even if the road no longer exists). • Stakeholder: People who have their own reasons to be interested in an outcome. • Temperate rainforest: Forests in temperate zone that receive high rainfall, have massive trees. • Temperate zone: Latitudes on the globe that lie between the tropics and polar circles. • Trailhead: The beginning of a trail. • Wilderness area: A wild and uninhabited area left in its natural condition.
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Benchmarks	<p>Geography</p> <p>3.2.1 Analyzes how the environment has affected people and how people have affected the environment.</p> <p>Social Studies Skills</p> <p>5.4.1 Analyzes multiple factors, makes generalizations, and interprets primary sources to formulate a thesis in a paper or presentation.</p> <p>Writing</p> <p>Choose among: Writing Process, Content, Organization, Style, Conventions</p> <p>Communication</p> <p>Com 3 Presents ideas and one's self in a variety of situations</p>
Background	<ul style="list-style-type: none"> • Mount Rainier National Park has experienced repeated flooding in recent years, causing major damage to the Carbon River Road. The park's mission, the environmental considerations, the access to the public, the historical value, and budget constraints are all important factors in deciding how to deal with the problem. • Students will analyze four options (as a class or in teams) that the Park is considering. • Students will assume one of 16 roles (the role "Interested Citizen," can be filled by one student or many). They are expected perform in character as they research the problem by analyzing documents. • Students will find evidence that best fits the option that their character would like to see the Park adopt. • Once students have a stronger understanding of their role AND have analyzed the documents, they will participate in a Public Meeting, trying to persuade the Park Superintendent to choose their preferred option. • Note: Depending upon your class and experience with Socratic Seminars or other group discussion, the teacher or a student may fill the role of Superintendent.

<p>Procedure</p>	<p>Introduction</p> <ol style="list-style-type: none"> 1. Copy (double-sided) Cover Page and Background Essay (1 per student); and 1 copy of maps page per table group. If possible, show on projector or overhead the photos & slide show of the great flood of 2006 that caused so much damage at Mount Rainier, particularly at Carbon River Road (see website below: references & resources). 2. Lead the class in reading the background essay together. It is important for students to work through the basic understanding of the situation together. 3. Explain that in making these kinds of difficult, complex, public-based decisions, there are many “stakeholders” who may have the opportunity to offer input. This opens the decision process to the general public, but it also makes it more complicated and difficult ... but hopefully, it leads to the best decision for all. 4. Pass out and discuss any rubrics you are planning to use for assessment (suggested rubrics included). 5. Pass out and go over Document A (Options Comparison Chart) together.
<p>Procedure (cont’d)</p>	<ol style="list-style-type: none"> 6. Lead the class in analyzing Document A with a Document Analysis form, modeling the detail you expect from students for the remaining documents. 7. What can we learn from this document? Answer the Document Analysis Questions together to help deepen students’ understanding of the process to follow... looking for key vocabulary and points. <p>Roles and Organizing Documents</p> <ol style="list-style-type: none"> 8. Teacher (randomly if possible) assigns half-sheet Role Cards to students; 1 per student – 15 unique roles, as many Interested Citizens as students remaining. 9. Students read cards to themselves and take on the role of the “stakeholder” on their card. Be sure to emphasize that their job is to “become the person on their card” – to understand their priorities, take the position that would best fit their wants, and to find good evidence from the documents to support that position. 10. Students read the remaining documents in table groups (or whole-class, or individually), completing the document analysis questions and the sheets. 11. Explain that while reading through the documents, students should be organizing the documents in any way they see fit so they can prioritize their evidence and have quick access to it later – so they can use them support their position. 12. Remind students to take notes, highlight key parts in the documents and/or roles! 13. Students with Specific Role Cards should be invited to sit at the center circle for the Public Meeting. Students who are members of the General Public are also invited, but do not sit at the “inner circle.” An empty chair is added to the center circle for members of the General Public to participate later. <p>The Public Meeting</p> <ol style="list-style-type: none"> 14. The Superintendent of the Park (teacher or a student) will moderate the

	<p>meeting, starting by announcing: “Thank you for coming. Please remember that this will not lead to a ‘democratic vote,’ but this is a community forum to help us reach the best, most reasonable decision we can.”</p> <p>15. The Stakeholders sit in the circle, and one by one state their role and position (preferably NOT by merely reading from the role cards... have fun! Try to get “in character!”).</p> <p>16. The Superintendent then poses a question or two to the Stakeholders, asking them to help determine which Option to choose at the end of the process.</p> <p>17. Stakeholders use evidence from the documents to try to persuade the Superintendent to support their position.</p> <p>18. Once the Superintendent has completed his list of priorities and questions, and all Stakeholders have had a chance to be heard, members of the General Public are then asked for their comments. Each person who wants to speak should get in line behind the General Public chair. After each person speaks, Stakeholders may also speak to the point.</p> <p>19. The Superintendent closes by saying that he or she will decide later by selecting one Option ... and is looking forward to their written advice.</p> <p>20. Pass out 5x8 cards, on which students will write a quick Postcard of Advice (draw on one side, write on the other ... just like a real postcard). Remind students to get right to the point and support their position with doc-based evidence.</p> <p>The Decision</p> <ul style="list-style-type: none"> It’s up to the teacher to decide how to announce or reach The Decision. Perhaps that’s simply leaving it up to the Superintendent! Or establishing a smaller committee, or being swayed by the Postcards of Advice, or any other approach.
Adaptations	<ul style="list-style-type: none"> Use only 2 or 3 Options: Rather than the 4 Options provided, use only two (#2 and #4 would work best) or three options to give students a clearer “side” to take. List the Documents: Have students choose one of the Options, and then simply list the documents they feel are supportive to their positions... with a brief note explaining why they chose these documents. Public vote: Students vote (secret ballot) for Option they prefer (see extensions).
Extensions	<ul style="list-style-type: none"> Persuasive Essay: A multiple-paragraph persuasive essay in which students take a position and support it with document-based evidence. Great integration for Humanities blocks or between Social Studies, Science, and Language Arts teachers. Vote With Your Feet: After students analyze the documents, put signs up in corners of the room for Option 1, Option 2, and Option 3 ... students walk to the corner they support, ready to defend their choice against points and questions posed by the teacher and members of other groups. Modified Debate: Use only #2 and #4, so teams have clearer sides to take. Philosophical Chairs: Students get in teams and take turns sitting in the Philosophical Chairs, where they “face off” with a member of the other group

	<p>and discuss/debate one of the points being considered.</p> <ul style="list-style-type: none"> • Public vote: These issues can often be placed on the ballot (generally as a 'yes/no' vote for funding)... so, after an option has been selected, put it up to a vote of the class to decide whether to pass it as law or not. Be sure to include students giving public speeches in support or opposition! (See adaptations)
Assessment	<ul style="list-style-type: none"> • Socratic Seminar: Assess the public meeting as a Socratic Seminar for Social Studies and Communication (Language Arts). • Persuasive Writing: A multiple-paragraph persuasive essay -- or a single paragraph -- in which students take a position and use document-based evidence to provide support for their decision (rubric included)
References	<ul style="list-style-type: none"> • National Park Service, <i>Organic Act</i>, 1916 • National Park Service, <i>Mount Rainier National Park Master Plan</i>, 2007 • National Park Service, <i>Management Policies</i>, Natural Resource Management, Section 4.4.2.3 • National Park Service, <i>Mount Rainier National Park General Management Plan</i>, Pg xx-xx • National Park Service, <i>Public Scoping for Carbon River Road Management Alternatives</i>, 2008 http://www.nps.gov/mora/parkmgmt/carbon-river-road-scoping.htm • National Park Service, <i>Carbon River Road Management Considerations</i>, 2008 http://www.nps.gov/mora/parkmgmt/upload/Carbon%20River%20Road%20Management%20Considerations.pdf • National Park Service, <i>Mount Rainier 2006 Flood Website</i> http://www.nps.gov/mora/parknews/november-2006-flooding.htm • Hill, Craig, Carbon River Road faces uncertain future, <i>Tacoma News Tribune</i>, Nov. 5, 2007 http://www.thenewstribune.com/1015/story/195751.html • Sykes, Karen, An up-close look at Mt. Rainier's flooding, <i>Seattle Post-Intelligencer</i>, Nov. 30, 2006 http://www.seattlepi.com/getaways/293936_hike30.html • Catton, Theodore, <i>National Park, City Playground; Mount Rainier in the 20th Century</i>, University of Washington Press, 2006 • Washington State Dept. of Transportation, Cultural Resources: Historic Bridges http://www.wsdot.wa.gov/environment/culres/bridges.htm#Fairfax • Catton, Theodore, <i>Wonderland, An Administrative History of Mount Rainier National Park</i>, 1996 http://www.nps.gov/mora/historyculture/administrative-history.htm
Resources	<ul style="list-style-type: none"> • Studyguide.org: An excellent site by/for teachers; Socratic Seminar and other strategies, etc. http://www.studyguide.org/socratic_seminar_student.htm • Mount Rainier National Park Maps: Resizable, printable (but cannot be saved) http://www.nps.gov/mora/planyourvisit/mount-rainier-maps.htm

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| | <ul style="list-style-type: none">• Mount Rainier National Park: Good general background
http://www.nps.gov/archive/mora/home.htm• Mount Rainier 2006 Flood Site: Great photos and information of the flood of 2006
http://www.nps.gov/mora/parknews/november-2006-flooding.htm |
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